



Measure N Education Improvement Plan Implementation Assessment

Measure N Implementation Process: 2018-19 Measure N Plan

File Id No. 18-0867

Life Academy

Checklist of Required Elements:

- ✓ Submitted Measure N Education Improvement Plan (SPSA)
- ✓ Submitted Measure N Budget for 2018-19
- ✓ Completed Measure N Self Assessment
- ✓ Submitted Measure N Data Slides
- ✓ Answered Measure N Commission Questions

Criteria 1: Measure N Overall Pathway Assessment: Has the School Developed the 4 Essential Elements of a Linked Learning Pathway?
(NOTE: If you do not receive a 4 in this category, the highest final recommendation you can receive is "Developing" and the final recommendation will reflect quality of the plan and the alignment of expenditures to build out Linked Learning Pathways.)

Category	Full Implementation 4	Developing 3	Planning 2	No Implementation 1
Evidence of Comprehensive Pathway Program (Measure N Self Assessment) <ul style="list-style-type: none">• Rigorous Academics Integrated in Pathway• Integrated Students Supports• Work Based Learning• Industry Theme and CTE Sequence	Score: 3 Rationale: <ul style="list-style-type: none">• Life scored 3s on most of the categories in their Self-Assessment, and notes need for growth in Professional Learning for staff, vision buy-in, and restructuring leadership teams.			

Criteria 2: Quality of the Measure N Education Improvement Plan (SPSA)

Category	Excelling 4	Meeting 3	Approaching 2	Beginning 1
Needs Assessment: <i>School has thoughtfully analyzed data pertaining to pathway development in order to develop a coherent Theory of Action</i> <ul style="list-style-type: none">• Data Analysis: Review of Measure N outcome data analysis that must address all 6 areas for reflection including cohort graduation rates, dropout rates, A-G rates, students who are not on track to graduation because they have D's and F's, student attrition, and climate and culture indicators	Score: 4 Rationale: <ul style="list-style-type: none">• There is a thoughtful analysis of data addressing the strengths, challenges, and identifying a specific high-leverage action• There are specific actions tied to the challenges in each of the 6 areas for reflection			



- Deep Reflection: Assessment of strengths and challenges is a deep reflection of school site uncovering key issues that are impacting student achievement in each of the areas outlined
- Effective Strategies: Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year

Schoolwide Enabling Conditions

School has thoughtfully analyzed larger school structures, systems, and processes and determined key shifts necessary to support quality pathway development

- Self assessment provides evidence that justifies the scores
- Site leadership and staff has identified areas of growth for the pathway development plans and the role they play in ensuring the implementation of these plans
- Site leadership has named challenges and barriers to pathway development and has a plan to begin to address these barriers
- Goals establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, the purpose of Measure N, and the instructional focus for professional development in the upcoming year
- Alignment between schoolwide goals and Measure N priorities is evident
- Strategies meet the goals, address the needs, are research based, and have proven effective for improving equitable student outcomes
- For large comprehensive schools, there is alignment between school site plan and pathway plans so that they complement each other
- Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 4

Rationale:

- There is a clear articulation of the needs and challenges in the schoolwide structures, systems, and processes to develop quality pathways.
- The actions articulated are in alignment with Measure N outcomes, goals, and purposes.
- The goal of coherence in service of pathway quality is evident

Rigorous Academics & Career Technical Education

School has thoughtfully analyzed the development of the Rigorous Academic and Career Technical Education Linked Learning Pillars and has determined areas of growth to further develop and integrate the pillars

- Self assessment provides evidence that justifies the scores
- Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators
- The school/pathway has articulated goals that build out a clear sequence of CTE courses and/or integrate CTE standards in core academic classes aligned with a clear industry theme
- Strategies meet the goals, address the needs, are research based, and have proven effective for improving equitable student outcomes and building the Rigorous Academic and Career Technical Education Pillars and the integration of these pillars
- Plan identifies how key stakeholder groups will be involved in implementation of the plan
- Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies

Score: 4

Rationale:

- There is clear action steps to build the capacity of the staff to integrate PBL to create more alignment between core and CTE courses.
- Additional staffing allocations are targeted to boost the quality of instruction and experiences for students in the Health Industry.

Work-Based Learning

School has thoughtfully analyzed the development of the Work-Based Learning Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar

Score: 3

Rationale:

- There are clear articulated goals to give students increased



<ul style="list-style-type: none"> • Self assessment provides evidence that justifies the scores • Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators • The school/pathway has articulated goals that build out key components of the Work-Based Learning Continuum; Career Awareness, Career Exploration, and Career Preparation • Strategies meet the goals, address the needs, are research based, and have proven effective for improving equitable student outcomes and building the Work-Based Learning Pillar • Alignment between schoolwide goals and Measure N priorities is evident • Plan identifies how key stakeholder groups will be involved in implementation of the plan • Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>exposure to career possibilities and starting earlier with 8th grade students.</p> <ul style="list-style-type: none"> • A clearer plan to build out a stronger Advisory Board is needed to further build the quality of the WBL component at Life.
<p>Comprehensive Student Supports <i>School has thoughtfully analyzed the development of the Comprehensive Student Supports Linked Learning Pillar and has determined areas of growth to further develop and integrate the pillar</i></p> <ul style="list-style-type: none"> • Self assessment provides evidence that justifies the scores • Schools and pathways have disaggregated data based on demographics to identify subgroups (LCAP) that are not achieving key outcome indicators • The school/pathway have articulated goals that: establish new practices to support student outcomes, current strategies that are effective in meeting Measure N outcomes, and the purpose of Measure N • Strategies meet the goals, address the needs, are research based, and have proven effective for improving equitable student outcomes and building the Comprehensive Student Supports Pillar • Plan identifies how key stakeholder groups will be involved in implementation of the plan • Coherence is evident as clear theory of action that bridges from their root cause analysis logically into their goals and strategies 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • There is clear evidence that students are supported to be college eligible. • There is a concentrated effort in staffing to have a team in order to give students individual supports

Criteria 3: Alignment of Funding to Linked Learning Criteria and SPSA				
Category	Compliant & Aligned 4	Compliant Partially Aligned 3	Non-Compliant • Supplanting • Not Allowable 2	Missing 1
<p>Budget <i>School has thoughtfully allocated Measure N funds to develop and the continuous improvement of Linked Learning career academies</i></p> <ul style="list-style-type: none"> • Expenditures must be clearly in support of and come from the logical through line that is evident in the Education Improvement Plan (SPSA) • Expenditures provide proper justification that demonstrates the alignment to build out and integration of the four pillars of Linked Learning 	<p>Score: 4</p> <p>Rationale:</p> <ul style="list-style-type: none"> • Budget is well aligned is the following areas: Schoolwide Enabling Conditions, Rigorous Academics, and Comprehensive Student Supports • One item in WBL (Row 38, "Travel and Conferences for 			



- Expenditures should support the Theory of Action, should address the Root Cause Analysis, and should ensure the implementation of the Strategies in order to meet the Goals of your SPSA and the purpose of Measure N
- Expenditures are in addition to, and not in place of, services that would otherwise be provided to participating students with state and local funds if Measure N funds were not available
- Expenditures are not being used to cover the expenses of programmatic elements, staff salary, and costs that were previously being funded by the school
- Plan includes adequate and sustainable resources to support key goals and strategies that align to pathway development work and coherence

teacher PD: Conference fees at National Equity Project...) should be moved to the Rigorous Academics Tab



Final Recommendation

Fully Approved

School is actively implementing Linked Learning as is evidenced by the establishment all four pillars of Linked Learning

School is focused on the continuous improvement of the Linked Learning career academy and addressing the root causes of current student outcomes

Strengths:

- Overall cohesiveness of the plan is strong
- Staff allocations are aligned to the goals and actions to support pathway quality

Key Questions:

- Is there enough allocated into Math achievement growth to yield desired 15% growth?
- Are there enough supports for students who may not attend a two-year or four-year college to give them alternative career options?
- What action steps will be taken to strengthen Advisory Board?

Budget Feedback:

- One item in WBL (Row 38, "Travel and Conferences for teacher PD: Conference fees at National Equity Project...") should be moved to the Rigorous Academics Tab

Next Steps:

What	Suggested Lead	Deliverable	Date
Create concrete plan for desired math achievement gains	Math Team/Principal	Action steps for 2018-2019	Summer 2018
Clearly articulate supports for students who may not be college bound with career plans/options.	Leadership Team	Action steps for 2018-2019	Summer 2018
Create plan to strengthen Advisory Board	Principal/Leadership Team	Action steps for 2018-2019	Summer 2018